R E P O R T R E S U M E S

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ASSESSMENT OF INTERCULTURAL EXPERIENCE OF ASIAN VISITORS TO THE UNITED STATES OF AMERICA (ALEXANDRIA, MAY 10-13, 1966). APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING, NUMBER 4, 1966.

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PUB DATE 3 JUN 66

EDRS PRICE MF-$0.25 HC-$0.92 23P.

DESCRIPTORS- *EVALUATION TECHNIQUES, *EVALUATION, *LABORATORY TRAINING, *CULTURE CONTACT, ADMINISTRATIVE PERSONNEL, FEEDBACK, T GROUPS, FEDERAL PROGRAMS, STUDENT EVALUATION, STUDENT EXPERIENCE, EDUCATIONAL EXPERIENCE, EMOTIONAL EXPERIENCE, FIELD TRIPS, UNIVERSITIES, ORIENTATION, DEVELOPING NATIONS, INDIA, NEPAL, HUMAN RELATIONS, UNITED STATES DEPARTMENT OF STATE, DISTRICT OF COLUMBIA, ALEXANDRIA

THE BUREAU OF CULTURAL AFFAIRS OF THE STATE DEPARTMENT HAS BEEN OBTAINING AN EVALUATION OF THE EXPERIENCE OF FOREIGN VISITORS TO THIS COUNTRY THROUGH PERSONAL INTERVIEWS, QUESTIONNAIRES, AND GROUP INTERVIEWS. THIS PROJECT EXPERIMENTED WITH THE LABORATORY METHOD IN THE BELIEF THAT INFORMATION OF GREAT RICHNESS COULD BE RETRIEVED. THE PARTICIPANTS WERE NINE ENGLISH-SPEAKING ASIANS, OFFICIALS IN COLLEGES IN INDIA AND NEPAL. THE DESIGN OF THE 3-DAY RESIDENTIAL PROGRAM INCLUDED AN EVENING OF HANDLING ANXIETIES, A DAY OF T-GROUP EXPERIENCE, A REVIEW OF THE TAPED RECORD OF THIS EXPERIENCE, AND A BRAINSTORMING SESSION WHERE ELEMENTS OF THEIR VISIT WERE ITEMIZED AND CATEGORIZED. THESE COMMENTS WERE THEN TAPED. CATEGORIES INCLUDED--PREPARATION FOR THE SEMINAR, SELECTION OF PARTICIPANTS, TRAVEL ARRANGEMENTS, ACADEMIC PROGRAM, AND VISITS TO SCHOOLS, COLLEGES, AND HOMES. THE GROUP DISCUSSED ITEMS WHICH PROBABLY WOULD NOT HAVE BEEN FORTHCOMING THROUGH OTHER EVALUATION TECHNIQUES. THE OPENNESS AND RICHNESS OF COMMENTS SPOKE WELL FOR USING LABORATORY TRAINING AS A MEANS OF RETRIEVING THIS KIND OF INFORMATION. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.50. (EB)

ED012404

Applications
of Human Relations Laboratory Training

NUMBER 4

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EXPERIENCE OF ASIAN VISITORS
TO THE UNITED STATES OF AMERICA
MAY 10-13, 1966/ALEXANDRIA, VIRGINIA

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APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING

Number Four - 1966

REPORT

on

ASSESSMENT OF INTERCULTURAL EXPERIENCE OF ASIAN VISITORS TO THE UNITED STATES OF AMERICA

May 10-13, 1966

Charter House Motel, Alexandria, Virginia

Sponsored by

BUREAU OF CULTURAL AFFAIRS, STATE DEPARTMENT, U.S.A.

In cooperation with

NATIONAL TRAINING LABORATORIES
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

by

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NATIONAL TRAINING LABORATORIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June 3, 1966

Single Copy - $ 1.50

ASSESSMENT OF INTERCULTURAL EXPERIENCE OF ASIAN VISITORS TO THE UNITED STATES OF AMERICA

INTRODUCTION

The Bureau of Cultural Affairs of the State Department has been interested in obtaining, through a variety of methods, an evaluation of the experience of foreign visitors to this country. There has been a concern, of course, that foreign visitors have not only a rewarding experience while they are here but also that they carry home with them an improved and favorable image of the United States as a consequence of their visit. Many methods of evaluation have been used up to this point, including personal interviews, questionnaires, and group interviews.

The project reported here is an additional step in the evaluation of a foreign visit -- the use of the laboratory method. It was believed that, through the personal methods used in laboratory training, information of great richness about the effects of the visit could be retrieved from the visitors and also that the visitors could be helped to integrate and interpret their learnings so that they would be put to the most adequate use upon their return home.

As an initial application of this method, it was decided to use a group of foreign visitors who would be English-speaking. The group selected was made up of persons attending the second seminar on student personnel services and counseling for officials from colleges in Asia which was held under the sponsorship of the University of Minnesota. This group was made up of college teachers and college officials from India, Nepal, Ceylon, and Afghanistan. The seminar was made possible by a grant for administrative and instructional costs from the Haven Foundation and a grant from the Department of State for the travel and subsistence costs of the participants. The Department of State underwrote the costs for the training laboratory. The Committee on International Exchange of Persons Conference Board of Associated Research Councils was responsible for general arrangements for the program and the selection of the sponsoring institutions. Besides the University of Minnesota, Claremont College, Claremont, California, prepared a program as part of the seminar.

The aim of the total seminar was to acquaint the participants with personnel services and practices that have direct relevance to Asian undergraduate colleges. Beginning on March 13, 1966, the group spent two weeks at Claremont College, then four weeks at the University of Minnesota. The individuals in the seminar then had two weeks to visit other colleges, after which they gathered in Washington, D. C., for their final evaluation session. At this point, the training laboratory for the assessment of the experiences of the visit was held for three days.

Participants

The participants were officials of influence in colleges where there is evidence

of interest in developing student personnel services on the part of the principal, vice-chancellor, and teaching staff. All participants have some special responsibility for student welfare, and all were experienced teachers or administrators with a strong academic background and personal maturity assumed.

The participants were nominated by the United States Educational Foundation or by the United States Embassy in their own countries. The director of the seminar, Dr. E. G. Williamson, dean of students at the University of Minnesota, was given an opportunity to review the applications prior to final recommendation to the Department of State by the Conference Board Committee. Each participant was asked to bring with him, or preferably to forward in advance, data regarding his own college relevant to the purpose of the seminar and, if possible, to do some specified reading before he left his own country. Each was expected to prepare, while he was still in his country, one or two papers on topics of special interest to him and relevant to his own college.

As we shall see in the review of the impressions from the participants, these formal plans fell somewhat short in their actual execution.

The total group which made up the seminar consisted of 20 persons, but only nine chose to attend the training laboratory for evaluation of their visit. Upon their arrival at the motel where the laboratory was to be held, it was learned that they had received a variety of misinformation. They had learned to refer to us as the "National Testing Laboratories," and were expecting to be isolated for two or three days -- not allowed out on their own -- and they thought that during this time they would be subjected to a continuous process of testing. One individual came because he hoped to get some vocational guidance. Another had heard that a training laboratory was "controversial" and wanted to experience a controversial educational technique. Some thought that they would be evaluated for personal worth as individuals and that from the report the State Department would be able, in the future, to make up "better groups."

Of the nine who came, three were women. Seven were from India and two from Nepal.

Participants

India

Mr. M. G. Bhatawdekar
Age - 43
Reader in Physics, Univ. of Rajasthan
Jaipur, Rajasthan

Miss S. Chatterjee
Age - 29
Lecturer, I. T. College
Lucknow

Mr. G. Gopalakrishnan
Age - 49
Reader, Inst. of Spoken English
Annamalai University, Annamalaingar

Mrs. M. Reddy
Age - 30
Lecturer in English
Maharani's College for Women
Bangalora

Mr. A. K. Datta
Age - 43
Principal, Univ. College of Arts
Jadavpur University in Calcutta

Mr. P. I. Varughese
Age - 44
Prof. of Math & Vice-Principal
Sree Narayana College, Quilon

Mrs. Z. B. Vijay Kumar
Age - 39
Lecturer in Zoology
Lady Irwin College, New Delhi

Nepal

Shankar Dutta Jha
Age - 36
Principal, SMB College
Rajbiraz, Saptari

Banmali Prasad Locoul
Age - 26
Principal, Tribhuwan College
Tansen, Nepal

Trainers

Dr. Jan E. Clee
Department of Management
Case Institute of Technology
Cleveland, Ohio

Dr. Cyril R. Mill
Program Director for Consultation
National Training Laboratories
Washington, D. C.

Laboratory Design

The design originally prepared by the trainers had to be scrapped immediately when we saw the limited number of participants who were available. It was decided to operate as one group with co-trainers. Where we had originally planned to schedule the first portion of the three days for the building of groups and development of trust -- followed by the preparation or recommendations and impressions for the State Department, to be followed finally by back-home applications of their learnings -- it was decided that this plan, too, would need to be revised.

We had to spend the first evening handling the anxieties in the group. They needed information about the laboratory method, about the relationship of NTL to the State Department and to the Conference Board that had arranged the seminar. There were many worries about travel arrangements for getting home. For some of the group members, this was the first travel experience outside their native State, and upon leaving Washington, they were still not heading directly back to India but were going individually by way of Europe and the Middle East. They felt lost, strange, and somewhat deserted. For the first couple of days they never moved anywhere except as a group, even to take such a short walk as from their motel room to the motel dining room.

The second day was essentially a morning, afternoon, and evening T group. Their intellectual curiosity was aroused with the technique of process observation and their emotions became engaged in the laboratory experience. The evening session became an emotionally charged experience as they began to provide feedback to one another and with their learning in the process something of both its humorous and serious aspects. At one point there was a severe attack on the trainers, where the group neatly formed a solid front as they attacked a scapegoat, an outsider, and a representative of the American culture.

These data were reviewed thoroughly the next morning where some use was made of the tape-recorded portions of the prior evening's session. The material was thoroughly gone into and some personal insights were gained so that in the afternoon everyone was able to enjoy a planned sightseeing trip. They had frequently mentioned their desire to see the Library of Congress, President Kennedy's grave, and Mount Vernon.

In the evening they were tired, but ready to give attention to the task of reviewing their impressions of the total American experience. This was done through a brainstorming session with the use of newsprint where elements of their visit were itemized and then categorized. On the final morning the group divided in half, each with a tape recorder. Using the newsprint as a guide, they discussed briefly one item after another, after which one person or another in the group would pick up the microphone and dictate a paragraph on a significant incident, an impression, or a feeling. They did this with little further direction from the trainers and seemed to gain great satisfaction from accomplishing the task of the laboratory, as they saw it.

The last task was for the trainers to give them assistance in making the final travel arrangements. They were transported back to their hotel in Washington, D. C., and given whatever help was necessary until each had his ticket in hand and knew when and where to catch the plane for the next leg of his journey.

Evaluation

One method of evaluation is to look at the recommendations which came out of this laboratory and are appended to this report. The openness and the richness of their comments and the frank earnestness in which they are phrased speak well, we think, for using the laboratory as a means of retrieving this kind of information that would be of help in planning future visits. The group chose to discuss items which would probably not be forthcoming through other retrieval techniques. The strengths and weaknesses of American culture, as seen through the eyes of a person from another culture, are certainly exposed.

At the end of the last session, the group as a whole gathered to give their impressions of the laboratory, and their comments ranged from reflecting continuing confusion in regard to this method of training to a comment such as "I have learned the importance of beginning my work with a group with paying attention to making people comfortable. Always before I have started right out with the job at hand. Now I know how important it is to look to the human needs of people." There were many inquiries regarding other uses of the laboratory method, and some expressed a desire for a further laboratory experience. One individual who throughout the American visit, according to his colleagues, had continued to refer to "we," as opposed to "they" whenever he spoke as Asians as opposed to Americans, felt that he had built up a positive antipathy to the laboratory method. It is our impression that his was the only truly negative opinion at that point in the training.

From the trainers' point of view, we found that our original goals had been too ambitious for the time available. We did not find it possible to con-

sider the use of force field analysis for defining problems and planning action steps upon their return to their homes which we had originally thought to have been an important feature which we wanted to include.

Recommendations to the State Department

The material which follows is the typed script of the dictation from members of the group. It is in their own words and contains the complete text from each of the subgroups, as prepared in the final morning of the laboratory. For this reason, there is overlapping of the items that are covered. In reading this report, one must keep in mind that the various paragraphs were each dictated by different people, sometimes a male, sometimes a female. Sometimes two or three consecutive paragraphs were dictated by a single person speaking for the group as a whole.

The material has been assembled in nine catagories:

I. Preparation for the seminar

II. Selection of the participants

III. Travel arrangements

IV. Academic program

V. Visits to American homes

VI. Visits to colleges and schools

VII. Impressions of American people

VIII. Culture shock

IX. Miscellaneous items

VERBATIM REPORTS BY PARTICIPANTS

I. PREPARATION FOR THE SEMINAR

I would like to offer a few comments on certain aspects of the program. The first item that I would like to discuss would be preparation of the group for this task in this country. In this task of preparation, I would like to emphasize that most members feel as I do that they ought to have received information many months in advance, at least two months in advance, about the nature and quality of the work that they will be interested with in this country. I also feel that we should get reading lists of books, and if possible, selective books themselves and also a complete outline of the program in three or four group meetings where they are held. They who have a great need, a particular need, in writing a research paper, which we were expected to do because this would also involve collection of information and material in our own institution. This we can do, provided we get, at once, this information.

The second aspect of preparation, in my mind, is an adequately worked-out orientation seminar either at Delhi or Calcutta or at a mutually convenient place. Now in this orientation, the first task should be to give some practical information to members of the group about the program and the visits; for instance, travel arrangements, the per diem allowance, the kind of places they will visit, clothing, climatic conditions, postal and baggage information, and the financial implication of this visit. This should form part of the practical possession of this group. Secondly, I would like to suggest that Indians who have lived for a fairly long period of time in the United States should join the orientation and give useful advice to members of the group on how to conduct themselves, how to adjust themselves to an emergency situation. This will be left open to questions and answers and free discussion. Members should be invited to ask questions on any topic in which they would like to receive information and seek clarification, and answers to be provided. For this would obviously solve many of the individual difficulties which are peculiar to the individuals themselves.

Then, finally, I would also like to suggest that in this orientation course some kind of a comment of enlightenment is necessary on certain aspects of Indian culture and Indian politics which would be relevant to this group and would be useful when this group meets Americans in this country. This orientation could also include members of other countries such as Ceylon, Nepal, and Afghanistan and all these members could meet at a mutually convenient place and this would also be an opportunity for members to get together and it would also help to develop the group feeling among members who form this group, and who would have an opportunity to live in this country for three months. And then the orientation program also should include some information and knowledge about cultural situations in Nepal, Afghanistan, and Ceylon which would be of great benefit to Indians and others.

Then I would also like to talk about the actual experience of this group. This group felt, and sometimes felt intensely, that they were not given adequate information which came in the mail, probably achieving the maxi-

mum results which it could wanted to. Some of the people were informed just 24 hours or 48 hours in advance of the time of embarkation, perhaps we can say either from Washington or in the native country. The date of departure, too, was changed. The question of visas also was very vague, and last-minute, eleventh-hour changes were made which caused a great deal of inconvenience with members of the group. I would suggest that in the future there should be adequate preparation of all these items.

I think that we should be given more time for preparation in India. I think that we should be informed at least one month before the date of departure so that we could make our preparations, collect our materials that would be useful when we are here. Information about travel arrangements, both in India and while we are here, should be given to us in greater detail. There are many minor points which should ought to be clarified. We spent a great deal of time, money, and energy in trying to find out these details on an individual basis. Since this is a program that is being conducted annually, I think it should be collected in a pamphlet which would be given to all of us well ahead of time.

When we come out for such a short period of time as this, we should organize it so that we get maximum out of it. What I mean is: There should be adequate preparation of the participants in their home country; and as soon as they come here, it should be given in such a way so that they are not required to worry for any other thing. I would therefore suggest that the experience which we are getting from the 11th of May to the 13th of May should have been given to us right on the date of our arrival so that we would have felt quite comfortable about the various arrangements to be made and the culture shock; and all such shocks which we feel, we would not have felt. That would have gone a long way to have put us at home.

Another element of preparation is the need for money even at the very start. I would suggest that part of the allowance which is sanctioned on the arrival into the United States could be handed over to the delegates in Delhi or Calcutta which would be of great advantage to the group. As a result of the stringent financial regulations of the government of India, each member of the group was given just eight dollars to travel from Calcutta to San Francisco. I think this long-range travel with just eight dollars on hand was a real test and I will suggest that part of the money could be given to the members in their native State.

II. SELECTION OF THE PARTICIPANTS

My complaint was more about the selection of people in India. This was more of a personal problem because when two of us were chosen by the vice-chancellor of the University he told us that we may not be selected but they wanted two names to be sent up and he was sending two names up and he did not make any distinction between the gentleman who was chosen and me, both of us thought we would be going together or both of us thought we would be rejected. Up to the last minute we thought both of us would be rejected. If we were selected we thought both of us would be going. We went ahead with travel preparations together. Both of us applied for the passport, and all of the travel arrangements were being made together. Then, finally,

on a Friday night I got word that I had been selected by the Department of State, but this gentleman never got it. It came as a shock to him and we just casually asked him later whether he was busy with his travel arrangements and he seemed absolutely cut up, because he was not sent any telegram of this sort. I think it was a very, very unkind thing; the arrangements are a very impersonal thing and one person is rejected. But to me I felt that it was a human being who was being hurt.

Another aspect which I would like to comment upon is the fact that the mode of selection itself could be standardized and could be brought on a certain part of logical selection. For instance, in one case, two persons were selected and one was left high and dry. I think this caused considerable degree of psychological embarrassment to the man who was dropped. I think the better and the more logical and the more satisfying mode of selection should be followed which would avoid all of these psychological and mental embarrassments.

III. TRAVEL ARRANGEMENTS

Let me now talk about the mechanics of travel and living in the United States. The main problem with which we were confronted was a problem of adjustment and fatigue. It was the feeling of this group that after traveling about 10,000 miles we should have probably a few hours' rest before we actually start on the program and also perhaps a few hours to ourselves before we depart from this country. This would develop greater efficiency and enthusiasm among the group. The second problem of adjustment, I think, is an awareness for information about certain kinds of regulations which are special to this country. For instance, regulations about mail, about parcels, about baggage -- here I would like to say that there was a great deal of lack of coordination or lack of planning which caused a good deal of inconvenience to members of the group. I can cite just one example: We were told in Delhi that we would be allowed ten kilos of excess baggage and we should get in touch with Mr. Barker of American Express on this. We wrote to him letters and eventually these letters were directed to him in Washington. And then in Washington, we were to get an authorization and then we were told that this baggage could only be sent from New York. This information could have been given much earlier to the group, since some of us had already been to New York but had brought the excess baggage along with us to Washington, thus causing considerable inconvenience.

And then we found that the American Express, or at least this person, was not as cooperative as he had ought to have been. It was the feeling of the group that we might perhaps, or that we should, expect a better degree of response and of cooperation from this travel agent. The clearance for sailing which enables the members of the group to depart from the United States seems to be a mere formality. It seems that it should be possible to supply us with this clearance much earlier, perhaps even before we leave India. As it is, the procedure for getting the clearance has caused a great deal of anxiety. A most important problem causing anxiety in this group has been how to go back home and without much discomfort.

What I disliked most was our experience at the American Express, especially

just before we were to leave this country. If you have to go through American Express, I think you will take back a very poor picture of this country, of America itself. I think if I have to look back on it, I will realize that only the American Express was bad; but at that moment I just wondered why one has to go through American Express at all because the man who had to deal with us was so unfriendly and absolutely unhelpful, I think. When we had to come down to the National Training Laboratories, I had half a mind to escape back, because we had to pick up our tickets and he wouldn't even want to deliver the tickets.

I thought that was awful. And the way he talked to us and especially when you are traveling for the first time abroad and you want certain people to help you, we expect the travel agencies to help you or we wouldn't go to the travel agent. Of course, we had no choice except to go to the American Express. I had not thought they would be very efficient because I had heard many Americans say that they would prefer to go to Thomas Cooke's. I didn't think they would be unfriendly. But for Jan Clee, who was in charge of the NTL laboratory here, I don't think that I would have had any sleep for the three nights that I have been in this beautiful hotel here.

Another aspect of the situation is that the travel arrangements which are envisaged for this group should also include adequate arrangements in India and Nepal and Afghanistan.

One of the things that distressed us and caused us considerable inconvenience was the postal clerks. They were not interested in us or they would not take the time to look up the information and tell us what must be done. Very often we had to go to the postoffice and come back with our packages and repack them in different ways. Very often what one postal clerk would not accept, another man would accept. I think in general when dealing with foreigners, the postal clerks could be requested to be a little more cooperative.

Another very great inconvenience and distress was the system of mail delivery in this country. I mean, even in a little backward country like India, all mail is airborne. Now I understand that unless we send it by airmail, it takes sometimes two, three, four days for a letter to go from San Francisco to Minneapolis. This is surprising, but I am told when the zip code comes into existence maybe things will speed up.

IV. ACADEMIC PROGRAM

I would now like to turn my attention to the content, quantum, and quality of the program that we have to undertake in this country. I must say that the reaction of the group towards the program is one of great enthusiasm and of inspiration. We thought the program was exciting in many respects because it gave us new insights and fresh ideas into an area which is so vital to our own development of institutions in our own country. And, therefore, our initial reaction to the program is one of praise and admiration. And we also greatly appreciate the work done by the organizers of this program in making it a great success, as indeed it was. But then, we would also like to comment upon certain aspects of the program which are

quite significant and these evaluations perhaps might be of some use to improve the program for future groups. First, we felt, at least in Minnesota, that there was an element of overscheduling in this program, and this is the general reaction of the group. The group is almost united on this particular response. We would start work at 8:30 in the morning and sometimes go up to 9:00 o'clock at night with what we were doing. The group felt that, as a whole, they should have been given a little more time to assimilate some of the important points which were made either in lecture or in a case study or in a discussion, and finally, they were rather not given the opportunity for assimilation as they would, indeed, have liked.

The second aspect which I would like to comment upon is that in the organization of the program a certain amount of time was noted on for the lecture and a certain amount of time for discussion. It sometimes happened that the lecture went overtime, thereby leaving less time for discussion. I would suggest that in the future more time be given for discussions, which would bring in an interchange of ideas. And in this context I would suggest that the mode of discussion by common agreement should be arrived at which will facilitate every member of the group to express himself or herself. The mode should be left to the organizers themselves.

The third aspect, I think I will suggest in a very general way, is that certain items of the program which the organizers would consider less significant than others may perhaps be dropped and that time devoted to our discussions or perhaps an active involvement with certain elements of an organization, not just hear about it, and I think one hour a day may be devoted to this particular assignment. Members of the group, for instance, those who are interested in counseling, could meet sometimes with the counselor himself or herself. Just seeing the counselor actively at work, sitting by his side, and seeing what happens. How cases are dealt with, how disposed of, how solutions are found. So this is bound to give a greater insight into the actual working of the counseling rather than just a lecture about either the principles or the philosophies or the meanings of implications of the counseling.

I would like to say something about the scheduling of the program. Of course, we are staying for only one month and they had to put in as much as they could for our benefit, but I think it was a little too tiring. Maybe when I go back and I look into my notes I will realize that I have learned very much and I will be very grateful to them for having arranged such a thing, but the one month we were in Minneapolis I found that it was very, very hectic. I mean the program itself. It could have been a little more flexible, giving us some time to rest in between, and so on On certain occasions we would have four or five lectures a day. This was a bit too much, especially since we come from a different country. It took a little while for us to adjust ourselves to the rush of American life.

They also gave us an opportunity to visit the Pomona Library and Huntington Library and we had time to adjust to America in Claremont. The pace was slower. I think that if we had gone right to the Minnesota program it would be terrible because it was so intense.

Regarding the program, I feel that more opportunity should have been given to us for interaction. Another thing which I felt very much was regarding the research papers which we put in. We now wrote a research paper, a so-called research paper, but after the discussion so many good ideas came into our minds that we were not given an opportunity to consolidate them and put them in a more refined form. This would have gone a long way to really bring out a research paper, particularly in the case of a varied group from a country like India. I would have much preferred that the group met separately to discuss their own problems in their own situations and to arrive at some generally agreed-upon conclusions regarding the student personnel services.

I would like to add that in one of the areas in which the group as a whole was perhaps interested is a certain kind of establishment of faculty contact. Each member of the group is interested in his or her own division. For instance, I would be interested in English Literature, so I would like to have a certain kind of faculty contact with members of the English Literature Department. This is true of physics and other branches of knowledge. So I would suggest that certain time may be allotted for the development of this contact. And also it would enable the members to pursue their own individual interests.

I would also suggest that more opportunity should be given to the group toward forming contact with students. This is one activity which I felt very enthusiastic about in this program. There were also certain occasions when we contacted the group; for instance, we met the editor of the "Minnesota Daily," and it was a fascinating experience to see this young man so sober and so intellectually and mentally grown. And this experience we enjoyed greatly, but at the same time we would like very much to meet students from Berkeley who actually participated in those demonstrations, and then that would give us a greater understanding into the ferment that invests that university. So I will certainly request the organizers to give more opportunity to the group to meet students and student leaders than what has been the case here.

During the short stay we were given opportunities to get interaction to the social and cultural life of the country. This I appreciated very much, but I definitely say that this was not sufficient and a little more interaction with this would have been more useful to understand the country and its people and to understand how and why a student personnel service is being organized for this situation. At the same time, this country, which is industrially so advanced, I wished we should have got some opportunity in an organized way on this side also which perhaps we did not get. (A trip to a factory?)

I felt that the questionnaires on evaluating program were not very helpful. The last day before we left Minneapolis we were just given a questionnaire to evaluate the program. I don't know whether my evaluation is really a very valid one. I did it on the spur of the moment and whatever I seemed to think was right or wrong. What I did was very sincere, of course, but I don't know, whether I were to do it now, whether my evaluation would be the same.

V. VISITS TO AMERICAN HOMES

I would like to say that we very much appreciated our weekend visit to several American families, especially at Worthington (Minnesota). The group as a whole was very greatly satisfied because they had a real insight into actual conditions of American living and an American living in his home, and they were the recipients of great affection and praise in all the American homes. And they also had the opportunity to see farms, poultry farms and children and family life, how a woman behaves at home, man/woman relationships -- these very important aspects of American living were looked into by members of the group and they enjoyed the opportunity very greatly. They thought that the Americans were a very, very hospitable people and a very affectionate group. This impression couldn't have been as intensive as it really was if the trips could not have been arranged. I would suggest that more such weekend visits be arranged in the future. These visits also provided ample opportunity for mutual interchange of ideas, and it is the feeling of the group and also of individuals in the group that the people living in small towns and villages are as eager to know about India and Nepal and Ceylon and Afghanistan as all of us here are eager to know about America and about themselves. This brought in a certain kind of deep and intense personal rapport between the members of the group and the American family.

I would like to say that our experience in Claremont was very exhilarating, not because of the schedule of the program but because of the opportunity that the organizers provided to meet people in American homes and families. We especially enjoyed our dinner at Mrs. Hunter's. That was an excellent experience for most of us. We also enjoyed immensely our visit to Disneyland, which seemed to us a fairyland and at the same time a concrete symbol of the achievements of the United States.

In general, we agree that our small-town experiences have been very rewarding and we felt that they were interested in us and in our culture in the whole community, while in the large city, which is the problem of most large cities, I suppose, we have felt a little lost.

We liked particularly the way in Claremont we were allowed to meet various people, go to their houses for parties and conversations and so on. This was a very significant, profitable experience. During the seminar we were given a good many chances to visit art museums, the libraries, particularly the Huntington Library in California, and it's very good that we were given these chances. Apart from this, we would appreciate it if we were given chances to visit places including places just for the personal likes of the persons. Something like the technical centers or art centers.

One thing that I felt in the American society was that it was very demanding in the parties or social gatherings. I don't know why or if others felt that. I always had to act, always, at these parties. Perhaps I can understand the way in which people behave or if it is their way, I found that it was demanding.

I would like to say that we enjoyed our field trip very greatly because it brought us into close personal touch and contact with different kinds of

institutions and different kinds of persons from those we already met in Minnesota and Claremont. And we enjoyed our experience very greatly. One of the things which interested us most was the hospitality of the smaller places and the new areas and the new insights which they provided. There was a great deal that we could really explore in terms of human relationships here and also certain really significant, apparently small, items of personal worth were brought to our attention -- the significance of those brought into our minds in a very acute and sharp way. I would also feel that in these field trips I think that opportunity should be provided for people to see and come in close contact with cultural achievements of those areas. For instance, in the museums, in natural beauty or libraries or important cultural and architectural achievements. Probably a certain scheme could be devised as a result of which members of this group could be brought into association with it and have an opportunity of personally observing and appreciating the significance of those achievements.

VI. VISITS TO COLLEGES AND SCHOOLS

Two of us went to visit two small colleges. One of the colleges had started a self-help program. It impressed me, but more than that the college in Oxford, Ohio, the Western College for Women, I liked best because we were able to sit in on all the organizations as they came in and we didn't listen to anybody talk about it; we were present. I felt that all that we had learned in Minneapolis in theory we could actually see in practice. I feel that if we could have more opportunities of watching things in progress, I feel that whatever we have learned would be more useful and would come home to us better than if we just sat in on lectures and case studies. They were very useful, I agree, but this field trip was very marvelous; and if we could include more of them, even if it was on a weekend and if we could get into one or two organizations like that, go to the newspaper and the University of Minnesota and Student Press, it would be more helpful than merely sitting in on lectures and case studies.

I went to Davidson, North Carolina, and I agree with my friend here that I had more opportunity to see the actual workings of various student summer services; and after listening to lectures on theory I feel that we should have more time to visit personally selected colleges and sit in on their work so we can watch closely how it is done and to what effect.

We had a chance to visit colleges and get insights into their workings, and in certain colleges we were able to sit in on meetings and understand the working of the system much better. In fact, this helped to understand all the theory and all the material that we had been studying during the seminar.

I would like to say something about Worthington. I stayed at the home of Mr. and Mrs. Atkins and they had a daughter about 10 or 12 years old. She was studying in a school where they had just completed an assignment on India. She was very keen that I should go to the school and speak to the children. I did go and I talked to the children from about ten minutes to half an hour. I was really surprised at the interest they showed. They didn't ask things about wild animals and elephants. But they wanted to know how the people of India lived, when the children went to school, whether

my children had an interest in American children, how they dressed, and what they eat. These questions by the children I appreciate very much.

And one of the aspects of the educational organization in this country is the schools which were not really covered in the program -- that was really an object of great interest during these visits: to be given an opportunity of visiting a school, talking to school children, talking to school teachers, talking to headmasters and people who are in charge of school boards and school organization. And this is an experience which we must say we enjoyed very greatly and without this experience probably our trip would have been inadequate.

I visited one or two schools -- elementary schools -- one in Minneapolis where I talked to small children, about six-year-olds, and I was struck by their intelligence and their penetrating questions. Very intelligent I thought they were, and even though I stayed for only half an hour apparently I made some sort of an impression on their young minds, because much later than that -- about two weeks later -- I got a beautiful thank-you note from them with their personal impression, you might say, and pictures cut out, and so on. This is something that many in our group missed -- that they did not get to visit schools, elementary schools. They were taken to high schools, and so on. But high schools are not the same as elementary schools, I think, and all of us should have been given the opportunity to go to an elementary school in the United States because I feel here there is a lot of opportunity given to the children for bringing out their creative talents.

VII. IMPRESSIONS OF AMERICAN PEOPLE

The people in general were extremely friendly and helpful, but I always got the impression that this is not the impression which is coming from the heart, but is only an external manifestation and not the sincere feelings of warmth. That it is something that is being done as a duty because one should be polite.

The other thing which impressed me was the flexibility which an American student gets in pursuing his courses. He can adjust the course according to his capacity to pursue them and is not to follow any definite pattern. In addition, I find that the American student is more mature, more independent, and is financially also not a burden on his parents. The capacity of an American student to work al › is more than the capacity of an Indian student. And I came across many an American student who put in as much as 21 hours of part-time job to pay for their tuition fees and, at the same time, are able to maintain a very good grade point average in the class. In addition, there is time enough, particularly on the weekends, to forget about the worries of study and the worries of the work and indulge in merrymaking also. These three things, a unique combination in American students, seems to me to be very surprising when I find particularly an Indian student worrying about one aspect or another and as a result neither working nor enjoying.

I did not understand why some of the Americans did not realize why the Eastern countries did not oppose communism to the same extent that they did. This has become almost a neurotic affair with them. This fear of communism --

we who live with communism next door are committed to the idea that somehow we have got to live with communism and not be in terror of living with it. But I suppose as an ideology the Americans oppose it and want to do away with it. I was also slightly surprised at the lack of information on things Indian and India in general among many of the people whom we met, but I sympathized with them. America is now taking on the "white man's burden" and tries to save the whole world from various things, and therefore, they have no time to study one country in particular. So this, I suppose, is understandable.

May I mention the incident when I went to sit at a table in the cafeteria? This was the only instance, perhaps, in which I felt that we were not wanted. We went to the cafeteria and all the tables were occupied, except where one boy was sitting over there. We asked him if we could sit at the table and he said that it was occupied. We waited for another table, a table of three, and when we did sit there it was just to the side of that boy, and nobody came and occupied that space and we noticed it even when he left. From that time we rather felt diffident about sitting at any other table. At the same time, I must say that there were very many students who were very helpful to us. I wouldn't say that this incident categorized the whole of the American student.

I would like to talk about one experience of myself and perhaps to the group, and it is in relation to the level of energy of the Americans and the common level of energy of the group. I admire Americans because they seem to have a tremendous degree not only of enthusiasm but also the energy which is required to be enthusiastic about programs. They could work from 9:00 until noon and from afternoon until night without any visible sign of exhaustion, and this is something which I was probably incapable of. The problem was how to adjust myself to this exacting program that was very normal and natural perhaps in the minds of Americans.

We sometimes believe that the level of understanding of Americans of India is not very great. But this seemed to me to be a great misconception because I met a man in Claremont -- he was Mr. Black. He made a passionate study of Indian architecture and culture. He gave me his ideas on the Ellora Caves and the architectural and spiritual significance of those caves which simply amazed me. I went out from this conversation with a very great degree of amazement for the American quest for knowledge and for culture. This was quite a significant experience of my life because I never talked with an Indian who had so much information about Ellora as Mr. Black did, with such excitement (he was talking of Ajenta-Ellora). These are two world-famous caves. I was deeply interested because I was born there and I know a man who is an expert on them. He is a real friend of mine. He has written on this. I have studied them in great detail; I have visited these caves hundreds of times. And that is why I am able to judge this man's knowledge which amazed me.

We liked American children very much. They are cute and lovable and charming. We would like to see more of them everywhere. The one thing that the American landscape lacks is, I think, the presence of children.

It is not unusual that people do not know about Nepal. It is a newly emerging

country and it is in such a position that people do not care about us. But I really wonder when I find that people know so little about India. It is a big country and plays a big role in world politics and many other things.

VIII. CULTURE SHOCK

(The trainers asked the group to try to recall any experiences which they would relate to culture shock, however they might define it. We helped a little in the definition in that culture shock would cause physical and mental distress, a feeling of alienation, a possible sense of loss of identity and the sudden appearance in one's awareness of something strange or difficult to understand, causing a desire to withdraw.)

My experience of the cultural shock is a little abstract and I find it difficult to put it in terms of words. It must first be related to the kind of image that I had built up of the United States about the American people, about American culture. I had read a great deal, and then when I came to this country obviously the mental process was to find a parallelism between what I felt American people would be like and what they really were. And this was the issue which gave me what I think mostly was cultural shock. For instance, I met all kinds of people and it was very difficult to categorize them. I met the chairman of a college department of English who seemed almost like an Englishman. And they did not agree with my concept of what the divine average of the American average is. I met some people who were very ordinary, I thought. Who were extremely commonplace in character, in personality, in intelligence. Then when I met a man, I would try to categorize him, which is a very dangerous tendency, but then I wouldn't be really successful in categorizing him rightly -- whether he belonged to A category or B category. And the problem was to categorize them and find what might be called the norm. Without this norm I received great deal of cultural shock.

When we talk about likes and dislikes, I generally think about general human nature or what I think of human nature, and perhaps I have said somewhere before this, too, that what I have in my mind about the general nature of the human being. This I found in confirmation by coming in this country. All this talk about segregation or the slums -- this all shows that whether the society may be so highly civilized or affluent as this, we haven't changed as human beings. So when I comment on likes and dislikes, I really found nothing unusual because when we talk of the slums, it has to do with the distribution, the distribution of the wealth of the nation. And when we talk of the segregation or white and black, it is what to do with prejudices of the human nature.

The presence of slum areas came as a shock. We, of course, had known that they existed but we had not thought that they would be so bad. It appears there is a second class of citizens in America -- people who, by choice or necessity, have to take up more of the hard and not so very pleasant types of work. I suppose something could be done about eliminating these things.

As regard to education, there were all the courses offered in the various parts of the State, and in all the States in America; and it is very confusing to me, who am used to a particular kind of set-up which has been seen by

experts to be the best thing for the country. But I suppose in a country of expanding economy, where the job opportunities are greater than the number of people who go to college, this system can work; but I am not at all very happy about it.

Talking about slums, it came as a great shock to me, because an affluent country like the United States having to have any slums at all is surprising, because they help out so many other backward countries with money and with food and so on, and I don't understand why they should have slums. Of course, what they call slums may not be as bad as what they have in India, but I still think they shouldn't have any slums at all. This drive of Johnson's is, I suppose, very helpful, but I was surprised to see beggars in Chicago. I think I saw one -- I didn't think there would be a single beggar in the United States. I knew there was poverty, but begging on the streets I thought was something very strange.

I was particularly struck by the sincerity, formality, and efficiency and devotion of an American to his duty. When a duty is assigned to him, we can take it for granted that it is done, without any supervision or without any reminders about the same job. But in human relationships I was also struck by the lack of emotion, which brings two persons closer more. I thought that the expression of emotions and affections is more a formality.

I don't agree with my friend in his last sentence. This lack of affection does not mean that certain people do not feel as much as other races, but that they are conditioned by certain technology in this country. In a highly industrialized country where there is a fast pace, there is not much time for people to show their emotions and, therefore, that is why they don't show it. But on important matters of life, I also feel that they feel as strongly as we do and when we come closer to them we find that they do.

America has already impressed me as soon as I came here that it is an extremely affluent country. Even the few days at Claremont, I was dying to have a speck of dust which I could see, but when I really came to some area that was full of dust it really surprised me that such a great country like this should have in it such slum areas, full of dirt.

To form opinions of like and dislike in such a short period as two months, when most of the time is spent in the classroom, is very difficult. I only want to mention my heavier areas in my likes and dislikes. My first like that I would like to say is the informality in the relations between the teacher and taught, between the employer and employee, and it seems that the gap between the two is very little or is almost absent and naturally the good that is there from this lack of gap is to be seen. For example, the complete lack of supervision on the performance of the subordinate was very apparent, and we very easily could mark that the supervisor's staff was at a minimum. This particularly struck me the most.

I had some interesting and shocking experiences in Chicago. I was returning to the Chicago University where I was staying -- the time was about 8:30. I thought that I must get out of the train one station ahead and walk around to see the city all alone. I was walking and walking and walking, and I came to

a street where I could see no white man, only all Negroes mostly walking on the road and all of them were drunken. After some time I thought that I must ask the way back to Chicago University and I asked one Negro and he didn't answer me. Then I went to a gas station where there were all Negro boys standing there. Apparently, they were also drunk. I asked them where the Chicago University was and the International House. They asked me whether I was an African. I told them no. After this they looked at me and talked among themselves. After some time I asked them again -- they never heeded what I was asking. Then I came out, walked a bit and asked another man the way for International House. Then he told me that "it is better for you to return, I do not know the way. This is not the place for you to walk all alone." I got a little scared, I walked back, came to another place where I saw a young lady, apparently a Negro woman. I asked her the way to International House and she asked me whether I was from Pakistan. I told her that I am from India. She told me how "my sister may know the way, and you may come into the house," and she made an attitude to flirt with me. I got absolutely nervous. I told her I would "just go to the other intersection and ask some other people rather than come into your house." At once I waved to the next cab, taxi coming on, and got into the cab and escaped from the place and came to the International House. In the train also I saw a Negro man who was absolutely drunk, standing there dancing with a bottle in his hand; and even though there was a sign in the train that no smoking was allowed he was smoking and dancing and slapping me on the back. There also I got nervous. I feel that I should have been informed that when they knew I was going to Chicago among the places the Negroes were living, they should give a warning. I was not warned. In New York also one should be informed about the streets where one should not go all alone. There are places where one cannot walk all alone in the night.

One thing I forgot to mention was my dislike of cafeterias. I think we are not used to this in India and carrying the tray and going down the line and picking up the fork and the knife and looking at the food and trying to choose something and always trying to decide and picking up maybe two desserts or two salads and maybe being subject to the criticism of the people -- it all seems somewhat of a nerve-racking experience for me.

One of these feelings which gave me a slight shock was this: I was to stay in a dormitory, in a part with undergraduate students in Minneapolis. I was taken around and first I was shown the bathrooms. There I saw that there was no partition inside and neither were there doors outside. So in the first two days I was just investigating myself as to the time when the students are not taking their bath. Then I found out that it is early in the morning -- about 5:00 -- so the first two days I didn't take my bath because I felt it shy to go and undress with all the students there. Only after two days I began to take my bath. During all my stay there, I used to go to the toilet and see whether the people were there so that I could undress myself outside and get into the bathroom. Always I had that nervousness that people may come and see me naked.

The timing of the meals also affected me very much, because I am accustomed to an entirely different way or times of taking my meals. In India I take my breakfast at 8:00 in the morning so that does not affect me here. I take

my lunch at 1:30, and I take my dinner at 9:30 in the night in India. Here when I found that I was to take a breakfast at 8:00 and lunch at 11:00 and dinner at 5:00, I found that I could not take the lunch and dinner because the time was so inappropriate. Once when I went to the mess hall at 6:30, thinking that the dinner was available, I was told that dinner was over at 6:15 and I had to go out and go outside and take my meal outside. I used to take very little food at lunchtime because I could not take food at 11:30 o'clock. If I ate more at lunch then I couldn't take anything at dinnertime at 5:00.

I was affected a little by constipation. I think it is because of the lack of spices in the food. Very often at home we get in contact with spices and we need it. One of the things which we particularly appreciated was the chance to have an Indian dinner after about 14 days in the States. We had not had any particular kind of Indian food until this, and this we liked very much. This dinner was arranged by Mrs. Hunter in Los Angeles while we were at Claremont, or just before we left.

IX. MISCELLANEOUS ITEMS

In California, we visited a department store. The first thing that struck me was the number of departments and the things on sale. The extreme variety. And then, of course, there were the escalators. I was terrified to go on the escalator -- it was my first experience of being moved just up and down. And then, of course, the people. I must say that the attendants were very polite and very helpful. When they saw us fumbling around with the articles they immediately came forward and asked if they could be of any help.

The information given in India that we could go window shopping and could go in anywhere and come out without purchasing anything was very relieving to us because we could go into a department store and gaze at things, walk to any floor, and see things and come back. Sometimes people would come and ask, "Can I help you?" but I did not feel that I had to buy. I used to roam about whenever I got time to all the departments and all the places -- the extreme variety. It was amazing to me that it was all under one roof.

In California I attended an election speech where a lady was standing for election in Claremont. She spoke to the Electorate and I became fascinated by this evening. There were only one or two persons in the whole group who had stayed in Claremont more than four years. It was a completely new community and then this lady -- of course she was very intelligent -- she gave us a history of Claremont and a manifesto of what she would do and what she would not do. She was going to make Claremont a most useful town.

Watching TV, what distressed me most was that, in general, the type of man that is held up to admiration in such stories as the "Secret Agent" and "I Spy" and other stories, is a man that is hard, ruthless, and who beats and kills other people who oppose him and finally he succeeds. I believe this is an entirely wrong approach and is sure to have a very wrong influence on the people who watch it.

The one thing that I noticed about TV here is that it isn't all that popular as I thought it was. For a long time I have been hearing about the mania for

TV in this country, but wherever I have gone it was more popular with the Indian families living in this country than it was with the American families themselves. In some homes, yes. I met a very popular pianist in Davidson College, David Bean, and he was telling me how his little daughter, a four-year-old was, in the beginning, very keen on listening to TV. But now they make her watch it for three or four hours a day and she just doesn't care for it. I think most families are beginning to realize that TV can be quite a nuisance if it becomes a mania. I don't find many of the college students watching TV except maybe in the evening, if there is something of interest to them, but I don't think they sit and watch it for hours on end. I thought really that the art of conversation was completely gone in the United States, but I find that TV isn't really all of that mania. Even I, who have been here for only two or three months, maybe the first three or four days, was keen on watching it; but now I would rather listen to music over the radio than watch TV.

We spent two months in America and I think it was a nice thing that we should cut across the country from San Francisco to Washington, but I believe that it should be possible for us to observe some of the popular national pastimes. For instance, I missed the chance to see a baseball match and I had a thought of seeing it -- especially in regard to our baggage we had contradictory opinions given us from beginning to end and we had a brush with the American Express agent which was most distressing to us. These matters could be straightened up easily.

I would like to meet more people from the State Department. I felt that Mr. Berthold was one of the most understanding people whom we met. I wish we could meet him earlier in the program so that whatever problems we may have or whatever doubts we have or anything that was a present problem we could take to him because for me he was a very understanding person.

About this training laboratory program or whatever it is called, I find that I am very confused. It's not that the two gentlemen were unclear or unfriendly or nothing. They were most friendly, very nice to us. They helped not only in an efficient way here but also in many other ways. But this kind of program would be very much helpful if we get enough time or even if we get pre-information in a very clear way. When I came here I was very confused. I had no clear idea at all what it is all about. I got mad in the beginning.

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